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ABSTRACT

This booklet describes a course on speedbuilding in Spanish shorthand. Topics include a course description, course enrollment guidelines, course content, suggested procedures, strategies, and learning activities; evaluative instruments; and resources for students and teachers. An appendix contains additional information such as a Spanish business vocabulary and tests on grammar, syllabication, anil marks. (SK)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

SPANISH SHORTHAND—SPEEDBUILDING

Business Education 7707.22
Foreign Language 7505.42
Spanish S 7509.80

FL004 662

DIVISION OF INSTRUCTION • 1971

ED 083875

SPANISH SHORTHAND—SPEEDBUILDING

Business Education 7707.22
Foreign Language 7505.42
Spanish S 7509.00

Written by Elena Gonzalez-Ravelo
And Approved by the Business Education Steering Committee
For Quinmester Courses

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, FL 33132
1972

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I. COURSE TITLE--SPANISH SHORTHAND--SPEEDBUILDING

II. COURSE NUMBERS--7707.22, 7509.42, or 7509.60

III. COURSE DESCRIPTION

A. Synopsis
Development of rapid writing skills with emphasis on spelling, vocabulary, Spanish business terms, punctuation, capitalization, and use of reference materials.

B. Subject Status
Elective; may be used for Business Education, Foreign Language, or ESL credit.

C. Textbook
A book written in Spanish should be used. None is available on the state adopted list; the school will need to purchase a book such as the one listed in "Resources for Students." A Student's Transcript should also be furnished each student.

D. Occupational Relationships
Bilingual typists
Bilingual receptionists
Bilingual office clerks
Bilingual secretaries

IV. COURSE ENROLLMENT GUIDELINES

A. Prior Experiences Needed
The student should have attained the objectives of Spanish Shorthand--Theory prior to enrollment in this course.

B. Pretest
A pretest may be given at the beginning of the quinmester. It should be developed to measure all of the performance objectives of Spanish Shorthand—Theory and this course. Individual placement within the course can be based on the results of the pretest.

V. COURSE OF STUDY PERFORMANCE OBJECTIVES

Upon successful completion of this course, students will be able to--

1. spell words phonetically using the Spanish alphabet;

2. write in Spanish shorthand the verb endings of a given number of regular and irregular verbs;

3. fuse words properly depending upon the sound of the beginning of the next word being written;

V. COURSE OF STUDY PERFORMANCE OBJECTIVES, Continued

4. write Spanish brief forms from dictation at 25 words a minute with at least 90 percent accuracy;

5. spell 25 words correctly using diacritical marks when needed;

6. read Spanish shorthand at 100 words a minute from chalkboard outlines, shorthand plates, and cold notes;

7. take Spanish dictation at 70 words a minute for five minutes (familiar material) and transcribe this dictation on the typewriter with 95 percent accuracy;

8. transcribe three mailable letters within a given period of time (average of 20 minutes for a 150 word letter);

9. translate 25 common Spanish business terms with at least 80 percent accuracy; and

10. read in English their original Spanish shorthand notes.

VI. COURSE CONTENT

A. Equipment and Supplies
   1. Basic
      a. For each student
         (1) Desk adjustable in height with ample writing surface
         (2) Chair with book rack, suitable for typing posture
         (3) Typewriter
         (4) Textbook and key
         (5) Shorthand notebook (2)
         (6) Paper for transcription
         (7) Pens
      b. Chalkboard—chalk
      c. Stopwatch, 60-second single sweep, silent stop
      d. Interval timer with bell
      e. Manual
      f. Brief form wall chart (in Spanish)
   2. Supplementary
      a. Wall posture chart
      b. Hand position chart
      c. Overhead projector with roll attachment, and shorthand transparencies
      d. Pens for acetate writing
      e. Screen
      f. Tape recorders and cassette units with headsets (or multi-channel stations)
      g. Instructional magnetic tapes, correlated with the lesson materials
      h. Filmstrip projector

VI. COURSE CONTENT, Continued

B. Pre-Dictation Activities
   1. Arrangement of work area
   2. Readiness attitude

C. Techniques
   1. Posture
      a. Erect sitting position
      b. Correct position of writing pad in relation to body
   2. Stroking
      a. Proper holding of pen (or pencil)
      b. Finger position for page turning
   3. Notebook
      a. Dating of dictation
      b. Band around used portion of notebook
      c. Indication of transcribed letters

D. Fundamental Skills
   1. Skills common to English and Spanish shorthand
      a. Writing of circles when curves occur
      b. Blending of consonants
      c. Blending of vowels
      d. Writing of circles when angles occur
      e. Rules for rapid writing of strokes
      f. Rules for endings
      g. Rules for prefixes
      h. Rules for phrasing
      i. Compound words
   2. Main differences in Spanish and English shorthand
      The following characters are not presented in the order in which they are introduced to the students, but this is a list of main differences which will serve as a reminder to the teacher.
      a. Influence of accent over omission of vowels
      b. Combination of vowels: ae, ai, aia, eia, ao, au, ea, ei, eo, eu, ia, ia without a dot, ie, io, iu, oa, oe, oi, oy, and ua, ue, ui, within a word
      c. Avoidance of prefix "entr" not to deform the root of the word
      d. Prefix "sub" before a vowel and consonant
      e. Vowel "e" in plural words
      f. Selection of fusion: d-f, d-v, d-t, d-d, t-d; n-d, n-t; t-m, d-m
      g. Letter "h" between vowels
      h. Keeping "d" in the combinations "ld-rd"
      i. Verb ending in "uir"
      j. Non-fusion of "m" in the ending "miento"
      k. Intersections
      l. Vowels before endings with "r"
      m. Conversion of disjoined endings into joined endings

VI. COURSE CONTENT, Continued

n. Conversion of joined endings into disjoined endings
o. Non-analogous abbreviations

3. Translation
   a. Business terms
   b. Letters
   c. Reports
   d. Shorthand notes

E. Spanish Business Vocabulary Drills
Due to the limited Spanish business terminology mastered by most students expected to enroll in this course, it is recommended that these vocabulary drills be designed to serve two purposes:
1. Build fluency and ease of writing new words
2. Increase the students' Spanish business vocabulary

F. Spanish Business Expressions and Phrases
This topic is presented in the textbook in different parts and not under this title.
1. Salutations
2. Closing lines
3. Courteous phrases
4. Phrases using joined words
5. Phrases with intersections
6. Modifications

G. Spelling
1. Homophonous
2. Paronymous
3. Synonymous

H. Syllabication
1. Division of words at ends of lines
2. Double "rr," double "ll," and the combination "ch" in the formation of syllables
3. Compound words

I. Diacritical Marks
1. Ultimate syllable—last syllable
2. Penultimate syllable—second-from-last syllable
3. Antepenult syllable—third-from-last syllable

J. Dictation and Read Back Drills
1. Reading for logical thought
2. Insertion of correct punctuation
3. Proofreading for spelling and accuracy
4. Crossing out transcribed material
5. Preparing material for the next dictation
6. Reading in Spanish from Spanish notes for speed
7. Reading in English from Spanish shorthand notes
8. Writing of Spanish brief forms for speed and accuracy

VI. COURSE CONTENT, Continued

9. Writing verb endings
   a. regular
   b. irregular
10. Using Spanish alphabet in phonic spelling

K. Dictation and Transcription
   1. Familiar
      a. Dictation from text
      b. Homework notes
      c. Shorthand plates in text—transcription
   2. Unfamiliar
      a. Supplementary magazine plates
      b. Dictation from supplementary sources

VII. SUGGESTED PROCEDURES, STRATEGIES AND LEARNING ACTIVITIES

A. Suggested Teaching Methods
   1. Using the chalkboard
      The words, brief forms, or phrases to be introduced or reviewed should be written by the teacher and read by the students in unison. Each word should be spelled in Spanish sounds using the Spanish alphabet.
   2. Method to be used
      The main objective in Spanish Shorthand is to take dictation and to transcribe it fluently and accurately. The teacher may use either the inductive or deductive method, or a combination of both, but the functional method—the writing of previous outlines already read and learned by the students—is recommended tc enhance the students' speed and accuracy.
   3. Home assignments
      The students should be aware of the importance of preparing themselves for the next class in order to write the shorthand outlines without hesitation. Inasmuch as the material to be covered does not permit a prolonged period of class time for one lesson or topic, the students are urged to read the graduated readings at home and to copy the graded readings at least once.

B. Warm-up Drills
   The purpose is to review previous lessons and to intensify growth in weak areas of learning; to follow instructions and to produce finished products in the correct Spanish business style and form.

TYPE OF DRILL	PROCEDURE
1. Spanish Business Vocabulary	Terms should be written on the board and spelled aloud by the teacher using the sounds of the Spanish alphabet. This will increase the

VII. SUGGESTED PROCEDURES, STRATEGIES AND LEARNING ACTIVITIES, Continued

TYPE OF DRILL	PROCEDURE
	students' vocabulary and spelling, and add proficiency in Spanish shorthand. Frequent study sessions on Spanish vocabulary should include explanation of terms, usage, and checking of work habits. The teacher and students should be aware that practice must be done at home so that more class time may be devoted to dictation and transcription.
2. Spanish Graded Readings	To be read in class. Unison reading will appeal to less motivated students and will reinforce the skills of more advanced students. After reading the paragraphs in class, the students should copy them ONCE at home. This material should be read the next day in class from the students' notes.
3. Dictation and Transcription	A large part of class time should be devoted to dictation and reading from notes since writing fluently and accurately is the main objective of Spanish shorthand. One-minute repetitive dictation takes from the same material with an increased number of words each time will prove beneficial in building speed. Four or five takes are suggested when the material is difficult. If the material is easy, two takes will be enough.
4. Spanish Brief Form and Phrase Drills	Students are selected at random to read lines from the brief from chart and phrases. The students will be tested on these at the end of each unit or chapter.
5. Composition of Business Letters in Spanish	In order for students to become familiar with Spanish business terminology, the teacher could write a few terms on the chalkboard. Students could then be instructed to use these terms in the composition of a business letter. Stress the avoidance of verbatim translation.

VIII. EVALUATIVE INSTRUMENTS

A. Diagnostic Pretest
This test should be administered at the beginning of the quinmester course and used as a screening device to determine individual placement within the course.

B. Theory Test
Teachers may construct their own tests, or use the suggested test items found in the Appendix.

C. Spanish Brief Forms
Teachers may construct their own tests at regular intervals. Ninety percent accuracy is suggested as a minimum.

D. Spanish Business Vocabulary
Measure the students' ability to translate into English the most common business terms in Spanish without using verbatim translation.

E. Transcription Tests
Evaluate the students' skill in taking dictation from practiced and new material at 70 words a minute for five minutes. Only mailable copies in standard business form will be accepted. Seventy words a minute is the minimum rate for the end of the course. Other dictation rates should be used in order to measure the wide range of student abilities. Grading scales should be constructed in accordance with school policy.

F. Word Usage Tests
1. Spelling
Evaluate students' skill in composing letters using homophonous, paronymous, and synonymous words.

2. Syllabication
Determine the students' ability to syllabicate words and know their meanings.

3. Diacritical marks
This test should be designed to determine which skills have been mastered and to identify weaknesses that need to be strengthened.

G. Student Self Evaluation Check List
Constructive criticism should be the goal of these check lists. The teacher should construct similar lists and distribute them to the students at the beginning of the course, at the midway point, and at the end of the quin. These check lists are intended to help the student determine areas where improvement is needed in order to attain desirable business traits and attitudes.

IX. RESOURCES FOR STUDENTS

A. Books

Ferrari C., Ada Maivis; González E., Debora María; Barrera Elvira Ruth; y Macia, Matilde. Técnica Mecanografica, Segunda Edición. Publicado por South-Western Publishing Co., Cincinnati.

Gregg, John Robert y Haelsig, Otto H. Taquigrafía Gregg, Segundo Curso. Edición Diamante. Libros McGraw-Hill de México, S.A. de C.V., 1969.

Gregg, John Robert y Haelsig, Otto H. Clave de la Taquigrafía Gregg. Segundo Curso. Edición Diamante. Libros McGraw-Hill de México, S.A. de C.V., 1969.

Gregg, John Robert. Estudios de Rapidex en Taquigrafía Gregg Simplificada. Torreblanca, Ildefonso, Haelsig, Otto H. Published by Gregg Publishing Division, McGraw-Hill Book Co., Inc.

Gregg, John Robert. Frases y Palabras de Uso Más Frecuente en Taquigrafía Gregg. Edición Diamante. Libros McGraw-Hill de México., S.A. de C.V., 1970.

Revilla, Santiago. Gramática Española Moderna. Theoría y Ejercicios. McGraw-Hill Inc., España, 1968.

B. Periodicals

Diario de las Américas. Miami, Florida. Daily.

X. RESOURCES FOR TEACHERS

A. Books

Gregg, John Robert y Haelsig, Otto H. Manual del Instructor Taquigrafía Gregg. Segundo Curso. Edición Diamante. Libros McGraw-Hill de México, S.A. de C.V., 1970.

Gregg, John Robert; Torreblanca, Ildefonso; y Haelsig, Otto H. Clave de Estudios de Rapidez en Taquigrafía Gregg Simplificada. Published by Gregg Division, McGraw-Hill Book Company, España, 1954.

Alexander, Robert J. Latin America, A Scholastic World Affairs Multi-Text, Published by Scholastic Book Services, Div. of Scholastic Magazines, Inc., New York, N. Y., 1967.

X. RESOURCES FOR TEACHERS, Continued

B. Magazines and/or Periodicals

Balance Sheet, The. Cincinnati: South-Western Publishing Co. Monthly, October through May.

Business Education World. Gregg-Division of McGraw-Hill Book Co. "Business Education South of the Border" Vol. 50, Number 5, March-April, 1970.

Business Education World. Gregg Division of McGraw-Hill Book Co. "Bilingual Education for Office Occupations," by Maxine Emery. Vol. 51, Number 3, January-February, 1970.

Business Teacher. Gregg Division of McGraw-Hill Book Co. "The Systems Approach in Office Practice" by Fred C. Archer. Vol. 46, Number 3, January-February, 1969.

Business Teacher. "New Era in Filing Practice," by Jeffrey Robert Stewart, Jr., Vol. 46, Number 4, March-April, 1969.

APPENDIX

SUGGESTED TEST ITEMS

A. Brief Forms Test

Dictate the following brief forms at six-second intervals.

1. bien
2. compañía
3. carta
4. hora
5. nuestro
6. nosotros
7. mejor
8. trabajo
9. cuando
10. cual
11. parecer
12. nada
13. mercancía
14. importante, importancia
15. agradeceré
16. fué
17. correcto
18. doctor, durante
19. oficina
20. encontrar
21. palabra
22. surtir
23. acordar
24. despacho, después
25. oportuno, oportunidad
26. necesario, necesidad
27. referencia
28. momento
29. regla
30. progreso
31. probable
32. correspondencia
33. responsable
34. satisfactorio, satisfacción
35. inmediato
36. objeto
37. público
38. reclamar
39. organizar
40. todavía
41. favor
42. agradecer
43. verdad
44. oferta
45. posición
46. cantidad
47. embarcar
48. tonelada
49. cumplir
50. etcétera

SUGGESTED TEST ITEMS, Continued

B. Theory Test

Dictate the following words at six-second intervals.

1. fácilmente
2. exhibición
3. ocasión
4. completamente
5. deberíamos
6. suceso
7. concedemos
8. hago, algo, agosto
9. insuperable
10. había
11. viajantes
12. tampoco
13. adquirir
14. denunciar
15. observación
16. ordenar
17. gobernar
18. alimento
19. documento
20. idea
21. línea
22. administracion
23. adyacente
24. diccionario
25. Sudamérica
26. Brasil
27. abril
28. diciembre
29. miércoles
30. Montevideo
31. periódico
32. grandioso
33. normalmente
34. ferrocarrilero
35. también
36. tiempo
37. despositar
38. debajo
39. pienso
40. envolver
41. eminencia
42. inmundo
43. mamey
44. miembro
45. durmiendo
46. reciente
47. posible
48. fuisteis
49. ganga
50. persistir

SUGGESTED TEST ITEMS, Continued

C. Spanish Business Vocabulary Test

The students will write in longhand the following list of terms. Proper spelling and diacritical marks, when needed, are to be used.

1. afectísimos
2. conocimiento de embarque
3. herramientas
4. fábrica
5. registros
6. agente
7. de veras
8. consignatario
9. incurrir
10. rehusaría
11. quedaré muy agradecido
12. suscripción
13. mercancía
14. cotizar
15. ojalá
16. folleto
17. consiguiente
18. innecesario
19. excursión
20. eficaz
21. fácilmente
22. gerente
23. sírvanse
24. anuncios
25. sugerencias

SUGGESTED TEST ITEMS, Continued

D. Spanish Shorthand Phrases Test

Dictate the following Spanish business phrases at 8-second intervals.

1. estimados señores
2. estimados señores y amigos
3. muy estimados amigos
4. estimados señores nuestros y amigos
5. me suscribo de Ud., atento y seguro servidor
6. muy estimado amigo nuestro
7. quedo de Ud., atento amigo y seguro servidor
8. muy estimados señores y amigos
9. nos repetimos de Ud., atentos amigos y seguros servidores
10. muy atentamente
11. somos de Uds., afectísimos atentos y seguros servidores
12. seguros servidores y amigos
13. muy señor nuestro
14. muy señores nuestros
15. Los siguientes
16. puesto que
17. los cuales
18. después del
19. en la cantidad de
20. en la seguridad de que
21. antes de que la
22. lo más pronto posible
23. mes en curso
24. a causa de las
25. según su

SUGGESTED TEST ITEMS, Continued

E. Final Theory Test

Dictate the following words at six-second intervals.

1. Acapulco
2. débil
3. desorden
4. particularidad
5. febrero
6. apreciaba
7. referente
8. presentar
9. quisiste
10. alcántara
11. consecuencia
12. conque
13. fabricante
14. historia
15. costarricense
16. cubano
17. generalmente
18. mejoramiento
19. cargamento
20. ciudad
21. Buenos Aires
22. barahunda
23. vulgaridad
24. carruaje
25. puntuación
26. trabajaría
27. jueves
28. emigrante
29. favorecedor
30. aturdido
31. refuerzo
32. certificación
33. superabundante
34. superintendente
35. humano
36. guatemalteco
37. matemáticas
38. novedad
39. oyentes
40. clientes
41. huída
42. intrigante
43. rebajaríamos
44. averiguable
45. acompañaré
46. superación
47. superior
48. disminución
49. pacientemente
50. necesariamente

SUGGESTED TEST ITEMS, Continued

F. Spanish Brief Forms

Dictate the following brief forms at 6-second intervals.

1. unos, unas
2. muy
3. todavía
4. acabar
5. favorecen
6. recibir
7. volver
8. lejos
9. cualquiera
10. cualesquier
11. responsable
12. satisfacción, satisfactorio
13. mensuales
14. ferrocarril
15. posición
16. recibir
17. recibían
18. grandioso
19. agrandamiento
20. recuerdo
21. hora
22. día
23. general
24. indeseable
25. donde
26. compañía
27. reorganización
28. coordinación
29. despacho, después
30. probable
31. progreso
32. mensualidad
33. faltar
34. irresponsabilidad
35. deseos
36. acabaron
37. que
38. en, no
39. demasiado
40. aunque
41. carta
42. referencia
43. ningún
44. provecho
45. gobierno
46. objeto
47. cantidad
48. nada
49. importante, importancia
50. cierto

SUGGESTED TEST ITEMS, Continued

G. Spanish Business Vocabulary and Phrases Test

Dictate the following vocabulary and phrases at 8-second intervals.

1. a esta
2. a una
3. a usted
4. de nuestro
5. desde luego
6. para el.
7. por correo aéreo
8. sin embargo
9. los cuales
10. acaba de
11. de referencia
12. en el cual
13. del mes en curso
14. su orden
15. a él
16. tiene el
17. para que los señores
18. es posible
19. valor del
20. a favor del
21. de la mañana
22. de la tarde
23. iba a
24. sobre ese
25. conocimiento de embarque
26. cobrar o devolver
27. Cámara de Comercio
28. de vez en cuando
29. hasta ahora
30. a menos que
31. a sus manos
32. a principios
33. pocas veces
34. muchas veces
35. los siguientes
36. muy señor mío
37. muy señor nuestro
38. su servidor
39. muy señores nuestros
40. sus seguros servidores
41. a cargo del
42. acabe de recibir
43. al contado
44. por ejemplo
45. en buen estado
46. hace pocos días
47. después de la
48. estimado señor
49. seguro servidor y amigo
50. estimados señores

SUGGESTED TEST ITEMS, Continued

H. Grammar Test

To the student: En el espacio en blanco escriba la palabra correspondiente para dar un significado correcto a la oracion.

1. (asi mismo, a sí mismo)
   El se culpa _____.

2. (haz, has)
   _____ lo que te manden.

3. (por qué, porque)
   _____ no estudias 15 minutos más diariamente?

4. (veras, veraz)
   El Sr. Quintana es _____ en sus pronunciamientos.

5. (más, mas)
   Vale _____ tarde que nunca.

6. (sólo, solo)
   Necesito _____dos docenas.

7. (adaptar, adoptar)
   La gerencia va a _____ nuevas medidas.

8. (chequear, expedir)
   Deseo _____ el equipaje.

99. (aplicar, solicitar)
    Voy a _____ un trabajo.

10. (adosar, endorsar)
    Tienes que _____ el cheque.

11. (sino, si no)
    _____quieres, no lo compres.

12. (tú, tu)
    Prefiero que seas _____.

SUGGESTED TEST ITEMS, Continued

I. Syllabication Test

To the student: Haga la division silabica de las siguientes palabras:

1. exhibición
2. desinteresé
3. equivocación
4. acecho
5. mercancía
6. certeza
7. huelga
8. yaciese
9. subarrendar
10. avalúo
11. efectúen
12. sostuve
13. suspicacia
14. indeseable
15. disminución
16. loable
17. suceptible
18. rehusar
19. pedazo
20. ennegrecer
21. yunque
22. consecuencia
23. innecesario
24. anteayer
25. especificación

SUGGESTED TEST ITEMS, Continued

J. Diacritical Marks Test

To the student: Acentúe, cuando convenga, las siguientes palabras:

1. estímulo
2. miércoles
3. Dios
4. simpático
5. subáis
6. aplauso
7. porción
8. rocío
9. fiero
10. estudio
11. héroe
12. trabajáia
13. habitación
14. cuádruplo
15. aéreo
16. pues
17. deshacer
18. consentimiento
19. prescindir
20. subterráneo
21. índice
22. frigorífico
23. patriótico
24. sitúe
25. momentánea
26. fábrica
27. prehistórico
28. Meneńdez
29. imbécil
30. detrás
31. dificilísimo
32. América
33. éxtasis
34. carácter
35. diciéndolo
36. útil
37. agradecióles
38. ágil
39. camión
40. azúcar
41. posición
42. posiciones
43. así
44. ley
45. leí
46. coordinación
47. después
48. mimeógrafo
49. reunión
50. ahí (adverbio)
51. acabábamos
52. rebajaron
53. frágil
54. sucesión
55. referéndum
56. fantasía
57. kilómetro
58. además
59. afligir
60. próximo
61. subsidiaria
62. Pérez
63. Suárez